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MANUAL OF DIRECTIONS
FOR GIVING AND SCORING

THE DEARBORN GROUP TESTS OF INTELLIGENCE

SERIES II
GENERAL EXAMINATIONS 4 AND 5
FOR GRADES IV TO IX

PHILADELPHIA, LONDON, CHICAGO
J. B. LIPPINCOTT COMPANY

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THE DEARBORN GROUP TESTS OF INTELLIGENCE

DIRECTIONS FOR THE EXAMINER.

THE following directions should be closely followed and the time limits of each test strictly adhered to in order to make a fair comparison with the standards possible.

Either pencils or pen and ink may be used, but where ink is provided it is preferable to have all of the class use ink.

It is important that the birthdays, as given by the pupils on the title page, be checked from the class register or that they be entered accurately on the accompanying record sheet.

Examinations 4 and 5 will each take approximately fifty minutes and should be given to each grade with an interval of time—preferably a class period—between them.

PRELIMINARY DIRECTIONS FOR GENERAL EXAMINATIONS 4 AND 5.

We are going to try some games and puzzles. Some of them are easy to do, and others harder. We should like to see how well and how many of them you can do.

Before we begin there are three general directions which we must all learn:

First, when I say "*Pens* (or pencils) *up*," hold your pens up like this with the elbow resting on the desk. (Examiner shows how to lift the forearm only and rest the elbow on the desk to avoid fatigue.) When I say "GO," put your pens on the paper, and when I say "*Stop*," raise them again promptly. (Examiner should practice until class responds promptly.)

Secondly, do not look at any one else's paper.

Thirdly, if you finish before the time is called, hold your pens up for a moment to show that you have finished.

DIRECTIONS FOR GIVING GENERAL EXAMINATION 4.

When the papers are passed to you, please do not open them until you are told what to do. The first thing to do is to fill in the blanks at the top of the page. On the first line write your full name. Please write it as well as you can, so that we can easily read it. Then where it says "AGE" write how old you are. Then where it says "MONTH" write the month in which you were born. (Pause.) Now after "DAY" write the day of the month when your birthday comes. (Pause.) Now after "YEAR" write the year in which you were born. (In lower grades it is well to be sure that pupils know how to find the years of their births by subtracting their ages from the current year.) Now write your grade, the name of your school and city and the date.

Now open the paper just as if it were a newspaper or a book. Turn only one page. (Illustrate, holding paper up before the class.)

1. Picture Sequences

You will find two pages of pictures. Each row of pictures *across* the page would tell a story if the pictures were arranged in the right order. We are going to look at the pictures and put numbers on them to show the order in which they should come to tell the story. Now look at the first row of pictures across the page. There are four pictures and they tell a story of a letter which a little girl wrote to a little boy. Do you see the picture of the postman delivering a letter, then a boy reading a letter, then a girl mailing a letter, and, lastly, a girl writing a letter? Now, which of the four pictures should come first in the story? (Pause.) First, the little girl writes the letter, so that picture is marked number 1. Do you see the number 1 in the lower left-hand corner of the picture? Then she mails the letter, and so that picture is number 2. Next, the postman delivers the letter, so

that is number 3. And then the boy gets the letter and reads it, so that picture is number 4.

Now look at this next row of pictures across the page. (Examiner should hold copy of test before class and point to the row across the page.) These four pictures will also tell a story if we arrange them in the right order. First look carefully at each picture. Now which of them should come first to tell the story? "Kettle on stove." Write a large number 1 in the lower left-hand corner of the picture to show that you know that this picture comes first in the story. Which is next? "Maid bringing in the tea." Write a large number 2, etc. (Follow the same procedure for pictures 3 and 4.) Now you have the pictures in this row all numbered so that they tell a story. *"Pens or Pencils up."* The rest of the pictures on this page and on the next page are not numbered. I want you to look at each row of pictures, and write numbers on the pictures to show the order in which they should come in each row so that each row of pictures will tell a story. Write the numbers down in the lower left-hand corner of each picture. (Point.) Remember, when you finish the first page, go on to the next page. Ready, "GO." (Examiner will need to repeat directions to go on to the second page whenever he sees pupils stopping before time is called.)

Allow 7 minutes. "Stop."

Now turn over one page again just as though you were turning a book. (Illustrate.) If you did as I told you, you will have page 4. Look at the top of the page and see if it is numbered 4.

2. Word Sequences

"Pens or Pencils up." Look at the directions at the top of the page while I read them. "Number the following words to show their proper order. Put the numbers directly under the words as in the following examples." Look at the first example, dinner, supper, breakfast. The first meal is breakfast, so that is numbered 1. Dinner comes next, so that is numbered 2. Supper comes last, so that is numbered 3.

Look at the second example, B. Which of these four words should

come first? Yes! First comes the seed, so that should be number 1. Write number 1 directly under the word "seed" to show that you know that this word should come first. From the seed grows the plant, so that is number 2. (Write "2" under the word "plant.") Then the flowers come on the plant, so "flowers" is number 3. (Write number 3, etc.) And last of all comes the fruit, which is number 4. *In each of the rows below write numbers directly under the words to show their proper order just as was done in the examples.* Ready, "GO."

Allow 7 minutes. "Stop."

3. Form Completion

Now look at the figures down at the bottom of the page. First you will find four shaded figures or triangles numbered 1, 2, 3, and 4. These are supposed to be little blocks. Below these blocks there are some figures with blank and shaded spaces. The blank spaces in the figures are supposed to be empty places, and the shaded spaces are supposed to be covered with blocks. We want to show how the other blank spaces can be covered by using one or more of the four blocks. Now look at the first figure. It is already covered with blocks numbered 1 and 2. Look at the second figure. That is partly covered by block number 3. What *other* block can we put on it to cover it all up? Yes! Number 4. *Number 3 has already been used, so we will have to use number 4.* Put a figure 4 in the empty space to show that you could just cover the space with block number 4. Now, look at the next figure. Block number 4 is already on; what other block can we use to cover the empty space? (Either 1 or 2. Be sure that both these answers come from the class.) All right, write in the figure, either number 1 or 2, to show that you know which block you could use to cover the space. Now look at the fourth figure. (Examiner will draw the figure on the board.) Which blocks can we use to cover this figure? ("1 and 2, or 3 and 4." Whichever answer comes first accept it, and draw a line dividing the figure on the board into halves and write in the proper numbers.) How else could the figure be covered? (Also illustrate on board by drawing line and entering proper numbers.) All right, draw in one of the lines and write in the proper numbers to show

which way you want to cover it. *" Pencils up."* Cover all the spaces that are left. *Draw in the lines just as we did on the board and put in the numbers to show which blocks you use.* There is one other direction: Do not use any block twice in the same figure. Ready, " GO."

Allow 2 minutes. " Stop."

Turn the page over again just as if you were turning a book, and you will find page number 5. (Illustrate.) Look at the top of the page and be sure you have page 5. Turn page 6 around behind out of the way, like this. (Illustrate.)

4. Opposite Completion

Now look at the directions at the top of the page while I read them. " One or more words have been left out of the following sentences. Complete each sentence by writing in the blank space a word which means just the opposite of the word which is underlined. Where there are two blank spaces, each word added must be the opposite of one of the underlined words. Write only *one* word in each blank."

Look at example A, " Joe had two dogs, a big dog and a (blank) dog." The word " big " is underlined. What can we write in the blank that is the opposite of big? (Little, small.) All right, write in the word which you choose. (Pause.)

Now look at the second example, B. The first underlined word is " rises." What is the opposite of " rises "? (Sets.) What is the opposite of the second underlined word, east? (West.) All right, write in the words to complete that sentence. (Pause.) *" Pencils up."*

Fill in the blank spaces in the sentences below just as we have done in the examples. Write only one word in each blank. Ready, " Go."

Allow 8 minutes. " Stop."

Don't open your papers this time, but pick them up and flop them right over like this. (Illustrate.) Look at the top and be sure that you have page six.

5. Memory Ladders

Do you see the " ladders " at the top of the page with numbers in them? Now I am going to read you some numbers, and after I have read them, *but not before I say " GO,"* I want you to show me which

numbers I read by drawing lines through the same numbers in the ladders. (Examiner will illustrate by drawing a ladder on board. Read 2, 5, 9, 7, and mark the numbers in the ladder by drawing horizontal lines through them.)

"Pencils up." Now listen! Do you all see Ladder A? When I say "GO" (but not before) mark these numbers in Ladder A: 1, 6, 9, 8. "GO." (Read the numbers in an even tone at a rate a little faster than one per second. Do not let the voice fall after the last number, but pronounce the "GO" as if it were another number in the series. Examiner will need to see that none of class begin to write before he says "GO," and if any do, call *"Pencils up"* and repeat the warning not to mark, then give the numbers for Ladder A again.) Now look at your papers and see if you have the numbers right. What numbers did I say to mark? All read together 1, 6, 8, and 9. How many marked them all rightly?

"Pencils up." Now mark these numbers in Ladder B. Ready, listen. (Same formula for other ladders.)

B,	2	8	5	4			F,	1	7	9	3	10	6	2	
C,	4	2	8	3	5		G,	9	2	1	4	8	5	3	
D,	3	7	4	8	5	9	H,	3	9	1	7	5	8	2	6
E,	5	2	1	7	4	6	I,	7	10	8	4	3	9	5	1

6. Picture Symbols

Now look at the pictures on the lower half of the page. Each of these pictures represents, or stands for, one of the words or ideas given in the list at the bottom of the page. There is one picture, and only one, for each word or idea. We are going to find the word or title which best fits each picture, and write the number of the word on the picture. For example, the dove or pigeon in the first picture stands for "gentleness." Now look in the last column of words and you will find that "gentleness" is number 17. Have you all found number 17 and the word "gentleness"? Now write 17 on the picture of the dove to show that the dove stands for gentleness. Have we all written number 17 on the picture of the dove?

"Pencils up." Find the word which best fits each picture, and

write its number on the picture just as we did on the first one. There is only one word for each picture. Ready, "GO."

Allow 8 minutes. "Stop."

DIRECTIONS FOR GENERAL EXAMINATION 5

First write your name, your grade, the name of this school, and the date on the lines at the top of the page.

7. Mazes

Parts 1 and 2

Now look at the first drawing at the top of the page. This is a map of a city. Do you see all these narrow streets (pointing to them)?

"Pencils or Pens up." Now first find the word *"In"* and the arrow up here in the upper left-hand corner of the page, pointing to the opening in the drawing. (Examiner should hold copy of tests before class and point to the arrow on left, and then as he completes the directions, point to the extreme right margin of page opposite the exit of the maze.)

When I give the signal, start with your pens at the arrow and draw a good heavy line through the paths or streets to show the *shortest way* (*without drawing across or passing over any other lines*) to get way through and out to the right side of the page—out here on the margin of the page. *Be sure to draw the line in the paths or streets, and not to draw across any other lines.*

"Pencils or Pens up." When you have finished number 1, find the way through number 2 from the arrow point on the left (pointing to arrow) out to the margin on the right side of page—to here (pointing to margin of page). Remember, first do number 1 and then number 2, *and be careful not to draw across any lines!* Ready, "GO."

Allow 6 minutes. "Stop."

Part 3

"Pencils or Pens up." Now look at number 3. First find each of the little boxes with the letters A, B, C, D, E, F, G, and H. These are supposed to be houses. Now let us read what it says to do. "Show

route from houses C to D; E to F, and G to H. Follow the traffic rules." There are two traffic rules. Listen!

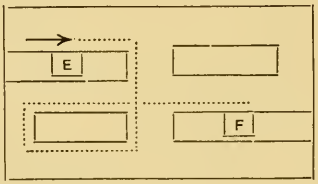
1. In turning from one street into another, do *not* turn to the left—*turn only to the right.*

2. Always stop on the side of the street on which the house is.

Now what are the rules? Repeat them after me. (Examiner repeats rules by phrases.)

Now do you see the dotted line from the arrow at A to B? This shows the way or route for an automobile to take from house A to house B without turning to the left.

"Pencils or Pens up." Now place your pens at the point of the arrow at house A and draw *very slowly* over the dotted line from A to B. Now do it again and notice that as you turn the corners you turn only towards the right hand, if you consider the direction in which you would be driving the automobile; and then notice that the line is drawn and stops on the side of the street on which house B is. Look at the chart with houses E and F. I will draw it on the board. (Examiner draws on board.) Now I am going to show you how to draw the line from house E to house F. (Examiner will draw a line as shown in the following chart.



This is the way to go if you follow the traffic rules. Now draw the line from E to F on your papers in the same way.

"Pencils or Pens up." Now when I say "GO" draw lines starting in the direction of the arrows to show the way from houses C to D, and G to H. Ready, "GO."

Allow one and a half minutes. "Stop."

Part 4

Now let us read the directions for number 4. The directions are printed on the "T"-shaped block here (pointing to the right side of

page). (Read.) "Show route of express wagon from X to houses 1, 2, 3, 4, 5, 6, 7, in order named. Follow traffic rules."

Do you see the X in the little square in the lower right-hand corner of page (pointing)? Now when I say "GO," begin at the arrow-point and draw a line to the house at 1, then go from house 1 to house 2, then from house 2 to house 3, and then from 3 to 4, and so forth. Remember the rules about turning only to the right and stopping on the right side of the street. Ready, "GO."

Allow 7 minutes. "Stop."

Now turn over the page to

8. Disarranged Proverbs

"Pencils or Pens up." Let us read the directions. A. The words on each line below will make sense if arranged in the right order, and if one word is added. Put numbers under the words to show the order in which they should come, and write the missing word on the line at the end, as in the example. Let us read the example as it stands, "that glitters is not all *gold.*" You see the words are all mixed up. How should the sentence read to make sense? (If the correct answer is not given by class after a moment's pause, the correct sentence should be read to class.) Yes. "All that glitters is not gold." What word should come first in the sentence? "All." What is the second word? "That." What is the third word, the fourth and the fifth, and what word has been added? "Gold." You see the numbers have been printed under the words to show the order in which they should come to make a sentence and that one word has been added. Now, how does the whole sentence read?

Now let us try another example. (Examiner will write the following on the board.)

"Sun make while the hay——." Let us read the words as they stand. (Class reads.) Which word should come first in the sentence? "Make." (If the correct answer is not given by some member of class after a moment's pause, the answer should be given in each case by the examiner.) Yes! We will write 1 under "make" to show that it comes first. Which word should be second, third, fourth and fifth?

(Examiner will number the words on the board.) What word is missing? "Shines." We will write that in at the end. Now, how does the sentence read?

"Pencils or Pens up." Write the proper numbers under the words in the ten lines below and add the missing words. The words added should always be the last words in the sentences, just as they were in the examples. When you have done this, read the directions under B and C and do what it asks you to do. (Examiner should repeat direction to proceed to B and C if he sees any members of class finishing before time is called.) *"Pencils or Pens up."* Ready, "GO."

Allow ten minutes. "Stop."

9. Faulty Pictures

"Pencils or Pens up." Now look at test No. 9. There is something wrong or missing in each picture on this page which makes it absurd. Find what it is and put a cross right where the part is wrong or missing. What is missing in the first picture? "Man's nose." Put a cross where the nose should be. *"Pencils or Pens up."* Mark the other pictures in the same way. Ready, "GO."

Allow 5 minutes. "Stop."

Now turn the page to

10. Number Problems

A. *"Pencils or Pens up."* Do you see all these little piles of blocks? We want to find how many blocks there are in each pile. Let us read the directions: "Count the number of blocks represented in each diagram (or drawing) and write the answer in the little square in the lower right-hand corner of each section." (Examiner should point to squares.) How many blocks are there in the first drawing? "2." All right. Write 2 in the little square. *"Pencils or Pens up."* Now find how many blocks there must be in each of the other piles and write the answers in the little squares. Ready, "GO."

Allow 3 minutes. "Stop."

B. *"Pencils or Pens up."* Now let us read the directions under B. "Write numbers in the empty spaces so that the sums will be the same

if added by column up and down, or across by rows. Look at the first group of numbers! Each column and each row of three figures will add up to nine. Let us add the first column of figures: 6 + 2 + 1 is what? Now the second column: 2 + 2 + 5 =?, and the third column: 1 + 5 + 3 =?. Now what is the sum of the first row across the page? of the second, and the third?

Now look at the next group of figures. What is the sum of the *first column:* 2 + 3 + 1, and of the second, 0 + 2 + 4? What is the sum of the *first row:* 2 + 0 + 4?, of the second row, 3 + 2 + 1? Now what number shall we write in the empty space where the dot is so that the last row and the last column will also add up to six? "1." Yes! All write a "1" in the space where the dot is.

"Pencils or Pens up." Now add the figures in the next group and find what number you will need to write in the empty space so that the sum of each column and of each row will be the same. Then do all the other problems. Ready, "GO."

Allow 6 minutes. "Stop."

C. *"Pencils or Pens up."* Let us read the directions under C. "In place of dots supply numbers to give the answers as printed." Write only one number in the place of each dot, but be sure first that you know how to do the example, so as to get the answer which is printed there. *"Pencils or Pens up."* Ready, "GO."

Allow 6 minutes. "Stop."

DIRECTIONS FOR SCORING GENERAL EXAMINATIONS 4 AND 5

The scoring is facilitated by the use of the Scoring Cards. One card has been prepared for each examination. It is to be cut into sections according to accompanying directions. By assigning different parts of the test to different examiners, it is possible for several persons to coöperate in the scoring. Most of the tests can also be accurately scored by the pupils themselves, especially in the upper grades, if the work is done under careful supervision. The necessary information—lists of numbers, words, drawing of form completion, mazes, etc.—may be put on the blackboard. Questionable papers and tests in which the

directions for scoring may be misunderstood or misapplied should then be checked by teacher or examiner.

Scores are assigned to each test on the following bases:

	Total points
1. 1 point for each row of pictures correctly numbered.	15
2. 1 point for each row of words correctly numbered..	15
3. 1 point for each "block" correctly drawn and numbered	15
4. 1 point for each correct word	34
5. 2 points for each correct ladder	16
6. 1 point for each picture correctly numbered	20
7. (1) 2 points for completion of maze without error; 1 point for completion with one or more errors. The marking of any way or route except the shortest is counted as an error. Failure is recorded if the lines of the maze are drawn across or if it is not completed .....(2)	
(2) The maze is divided for scoring into three approximately equal sections; 2 points for the completion of each section without error; 1 point for completion of each section with one or more errors. For definition of "error" and "failure" see above, under 7 (1).....(6)	
(3) 1 point for each correct section .....(2)	
(4) 3 points for correct line to each "house" excepting 2 and 5 .....(15)	25
8. (A) 2 points if the word added is the last word of the sentence and it makes sense. The numbering of the words is neglected in the scoring ....(20)	
(B) 2 points for each correct number .....(8)	
(C) 4 points for a statement *in general terms* of the precise meaning of the proverb.	
2 points for a statement indicating a grasp of the general meaning of the proverb, but not clearly	

		Total points
	expressed, or for a specific statement or concrete example of the proverb ..... (12)	40
9.	1 point for each correct marking of some fault or flaw in a picture	24
10.	(A) 1 point for each correct answer ..... (8)	
	(B) 1 point for each example correctly completed ..... (8)	
	(C) 1 point for each example correctly completed ..... (12)	28
	Total of points on Examinations 4 and 5..	232

Parts of the tests used as examples are, of course, not counted in the scoring.

Standard Scores

Standard scores, by age and by grade, will be found on the Class Record Sheet.

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THE CHILD'S OWN ENGLISH BOOK

An Elementary Text in Grammar

By ALICE E. BALL

Our semi-grammarless age—of conflicting opinions regarding the teaching of English in lower schools—has resulted in confusion of mind to many pupils, and in discouragement to many upper-class teachers.

Because of the writer's firm conviction that the difficulties with the subject in disrepute are largely owing to wrong methods of presentation, an attempt is now made to approach it from a new angle. Two of the strongest factors in child-growth—love of play and a strong dramatic instinct—are used to assist in bringing life to what has usually seemed a "dead language," or, at best, a cordially disliked subject.

The query of the Anti-grammar group is always, "Of what use to a fifth- or sixth-grade child is knowledge of a noun?" The pro-grammar adherents agree that unless such knowledge is made a part of the child's experience in a vital, organic way, it is futile; but they believe that, as preparation for more advanced, critical study in later years, it is as essential to know early the fundamental structure of the English tongue as it is to know geographical nomenclature, or the simple elements of arithmetic.

The use of games in teaching spelling and correct habits of oral speech has been proved of value; it is the purpose of this book to apply similar methods to the study of grammar. Many of the lessons in this text-book have been used successfully in the fifth and sixth grades of the Hathaway-Brown School of Cleveland. The lesson on the noun was presented to a fourth-primary class.

The writer has long been aware that word-games have intense interest to children during the age previous to adolescence, when their alert senses and eager curiosity, their active imaginations and retentive memories make acquisition of language a natural process. It is then that the foundations for the later, more formal study of English grammar may be laid, while there are opportunities for the frequent and necessary drills that a crowded curriculum later prohibits.

This first volume treats only of the parts of speech, the growth of the simple sentence, punctuation, and common errors in English. No attempt has been made to treat subdivisions of the subject, except where necessary to make clear the function of a part of speech. Grammatical terminology has been greatly simplified.